Chapter 2

THE ARTS AND WORKPLACE READINESS STANDARDS

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THE ARTS AND WORKPLACE READINESS STANDARDS

The Workplace Readiness Standards adopted by the State Board of Education are designed to ready students for entrance to college and the workplace. These standards should be developmentally woven into the students' educational program. District curricula and teachers' lessons may already include some of these standards and indicators. This Arts Framework provides guidance for implementing and enhancing these goals so students are ready for the changing workplace. It is one thing to incorporate activities that simulate the workplace; it is another to have the students realize that there is a carryover and that the penalties in the workplace for such things as poor self-management includes the loss of income—not just a scolding from the vice president. The school, after all, is the students' workplace. At each level (starting from kindergarten), students can learn skills related to career and that "other world" beyond school, sometimes referred to as "the real world" (as if the students' world were not real!) Some of the subject area indicators include workplace readiness skills development.

Foundation skills today go beyond "reading, writing, and arithmetic". Art-making develops keen perception; process and systems thinking; and awareness of appropriateness of tools, technology, and skills for achieving desired results. All these skills are essential for active participation in our nation's economy. Review the workplace standards and indicators, and decide at what level certain skills development should begin and continue to evolve. Self-management (Workplace Readiness Standard #4) is probably the earliest skill needed in the arts classroom or studio. Using time productively means being on time, focusing concentration for time on task, meeting timelines, and being responsible for tools and safety. Students should be made aware of how these valued skills impact on their success and the quality of their product.

THE STANDARDS AND INDICATORS

Table 2.1
The Visual and Performing Arts Standards

THE CORE CURRICULUM CONTENT STANDARDS IN THE VISUAL AND PERFORMING ARTS

Standard 1.1 All students will acquire knowledge and skills that increase ***aesthetic awareness*** in dance, music, theater, and visual arts.

Standard 1.2 All students will refine perceptual, intellectual, physical, and technical **skills through creating** dance, music, theater, and/or visual arts.

Standard 1.3 All students will **utilize arts elements and arts media to produce** artistic products and performances.

Standard 1.4 All students will demonstrate knowledge of the process of **critique**.

Standard 1.5 All students will identify the various **historical, social, and cultural influences and traditions** which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

Standard 1.6 All students will develop **design** skills for planning the form and function of space, structures, objects, sound, and events.

THE WORKPLACE READINESS STANDARDS AND ACCOMPANYING INDICATORS
(SHORT PHRASE LIST)

Table 2.2
Workplace Readiness Short Phrase List

Standard 1 **All students will develop career planning and workplace readiness skills.**

1.1 Demonstrate employability skills and work habits
1.2 Describe the importance of skills and attitudes
1.3 Identify career interests
1.4 Develop a career plan
1.5 Identify transferable skills
1.6 Select a career major
1.7 Describe the importance of academic and occupational skills
1.8 Demonstrate occupational skills
1.9 Identify job openings
1.10 Prepare a resume and complete job applications
1.11 Demonstrate a successful job interview
1.12 Demonstrate consumer and other financial skills

Standard 2 **All students will use information, technology, and other tools.**

2.1 Understand technological systems
2.2 Select appropriate tools and technology
2.3 Access and use technology
2.4 Use databases
2.5 Access communication and information systems
2.6 Access information
2.7 Use technology and other tools to solve problems
2.8 Use technology and other tools to produce products
2.9 Use technology to present designs and results of investigations
2.10 Discuss problems related to technology

THE WORKPLACE READINESS STANDARDS AND ACCOMPANYING INDICATORS (SHORT PHRASE LIST)

(continued)

Standard 3 **All students will use critical thinking, decision-making, and problem-solving skills.**

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations
- 3.3 Formulate questions and hypotheses
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.6 Plan experiments
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.10 Monitor their own thinking
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 3.14 Evaluate solutions
- 3.15 Apply problem-solving skills to design projects

THE WORKPLACE READINESS STANDARDS AND ACCOMPANYING INDICATORS (SHORT PHRASE LIST)

(continued)

Standard 4 **All students will demonstrate self-management skills.**

- 4.1 Set short and long term goals.
- 4.2 Work cooperatively
- 4.3 Evaluate own actions and accomplishments
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.6 Describe actions which demonstrate respect
- 4.7 Describe roles people play
- 4.8 Demonstrate refusal skills
- 4.9 Use time efficiently
- 4.10 Apply study skills
- 4.11 Describe how ability, effort and achievement are interrelated

Standard 5 **All students will apply safety principles.**

- 5.1 Explain injury prevention
- 5.2 Develop and evaluate an injury prevention program
- 5.3 Demonstrate safe physical movement
- 5.4 Demonstrate safe use of equipment or tools
- 5.5 Identify and demonstrate use of safety and protective devices
- 5.6 Identify common hazards
- 5.7 Identify and follow safety procedures
- 5.8 Discuss rules to promote safety and health
- 5.9 Describe and demonstrate basic first aid

Table 2.3

Suggestions for Integrating Workplace Readiness Indicators in the Arts Curriculum

WORKPLACE INDICATORS	DANCE	MUSIC	THEATER	VISUAL ARTS
Communication: interviews, sales, customer service	Use *LabanWriter*, participate in auditions, listen, direct, choreograph, perform.	Read music symbols, solo or group perform, audition and respond, listening as audience.	Practice and perform voice projection, inflection, poise, audience respect, listening, role-playing, directing.	Present and express ideas, feelings, thoughts, in advertising, nonverbal symbols, imagery, graphics, or charts.
Demonstrate financial skills	List the financial skills required for a career as a dancer (negotiating contracts, building business relationships, etc.).	Preview catalogs for music instruction software and determine where to find the best prices.	Determine the sources for financing the theater budget for the school.	Identify arts-related jobs or careers in the want ads of a city newspaper and the salary ranges for them.
Understand technological systems	Write a description of the *LabanWriter* software program.	Describe the physics involved in the working of a musical instrument.	Learn to operate the lighting and/or sound systems for the stage.	Create a landscape design using appropriate software.
Self-management	Demonstrate giving and getting constructive criticism.	State the reasons and importance of scheduling band/choral rehearsals and cite your % of attendance.	Describe what happens when the actor loses concentration and falls out of role.	Design a rubric for assessing their own use of productive time within the time constraints of an assignment.
Work in a group	Rehearse and perform in a dance troupe.	Participate in or conduct orchestra, band, chorus, ensembles.	Cast, stage manage, direct, plan lighting/sound, all functions.	Participate in group projects, set design, exhibitions, multimedia, interdisciplinary projects.
Relate ability, effort, and achievement	Maintain a journal of your ability levels related to various dance movements and what you have done to improve them.	Describe how physiology is related to singing ability and what can be done to improve the physiology.	Rate your performance after each rehearsal. Identify areas in which you improve. State why improvement occurred.	Read an artist's biography. Identify personality/other traits that helped/hindered the artist in pursuit of his/her work.
Safety	Develop guidelines for dance that enhance physical strength, stamina, and range of motion. Describe how they can prevent injury.	Inventory, store and secure musical instruments.	Design, construct and test stage setting for safety. Tell what can happen if certain safety rules aren't adhered to.	Identify, describe and be able to locate the OSHA rules and health/safety rules applicable to the use of chemicals.

Table 2.4

Teachers' Grid to Develop Activities for Integrating Workplace Indicators in Arts Curricula

WORKPLACE INDICATORS	DANCE	MUSIC	THEATER	VISUAL ARTS

TECHNOLOGY AND ARTS EDUCATION

Current technology is changing the world we work, live, and do business in. On both career and personal levels, students need to be in step with the tools of modern living. In order to provide students with the knowledge and ability to utilize today's tools, schools should assess and plan for their needs.

Technology tools available to the student should be assessed and a plan developed for the best use of what is available as well as a plan for acquiring technological tools for student success. Consider assignments that require the use of verbal, visual, and sound technologies:

- Using computers and other media to acquire, organize, analyze, and communicate—word processing, images, layouts, design, graphics, etc;
- Making informed judgments about media and its products; knowledge and use of various software and techniques;
- Creating, analyzing, and editing media products appropriate to a targeted audience with a purpose; and
- Demonstrating a working knowledge of media production and distribution.

The next few pages are intended to assist educators in the evaluation of their technological needs and opportunities within the curriculum for students' use of technology:

- A partial list of suggested technologies for use in the various art disciplines (Table 2.5, p. 24);
- A grid of suggested activities for technology use at various grade levels (Table 2.6, p. 25); and
- A grid to help teachers develop ideas for technology uses in classroom activities (Table 2.7, p. 26).

The more pervasive the use of technology, the greater the teachers' and students' ability will be to access and use it. Identify intended uses of a computer in your curriculum before purchasing hardware or software. List available technology and opportunities for student use. Make a plan to obtain and access additional technology. Table 2.5 (see below) lists potential uses for technology in the students' arts work.

***Table 2.5**

Suggested Categories of Activities for Use of Technology

DANCE	MUSIC	THEATER	VISUAL ARTS
computer-assisted instruction	sequencing/orchestration	interactive	electronic drawing/painting
dance videos	note processing	improved evaluation process	video digitizing
movement analysis	creating multi-timbres	planning set designs	optical scanning
computerized lighting design	random composition techniques	greater range of expression	image processing
interdisciplinary studies	sampling techniques	script development	design applications, CAD
multimedia applications	audio and video recording	box office management	desktop publishing
inter-arts applications	effects processing	production management	combining text and images
interactive applications	interdisciplinary activities	lighting and sound design	computer animation
dance class management	hypermedia	theater classroom management	video art
interdisciplinary studies	electronic music evolution	interdisciplinary studies	interactive art installations
music accompaniment	interdisciplinary studies	teacher preparation	mixed media
teacher preparation	teacher preparation	assessment	interdisciplinary studies
assessment	assessment		art room management
			teacher preparation

**Adapted from "Technology and Arts Education" 1993, developed by the College of Fine Arts at The University of Florida and the Florida Department of Education, courtesy of the Florida Department of Education.*

Since the technology component of workplace readiness is so important, an implementation grid is included below (Table 2.6). The more pervasive the use of technology, the greater the students' ability will be to access and use it. This list of suggested activities and opportunities can be complemented by your own ideas.

Table 2.6
Implementation Grid for Technology Standards

SKILLS TO BE LEARNED	SUGGESTED ACTIVITIES
Students in Grades 3-4 learn keyboarding skills.	Create titles for arts works, design invitations, create a greeting card, learn lettering (fonts).
Students in Grades 5-6 word-process research reports.	Write reports, prepare drafts for oral presentations on topics related to dance, music, theater, or visual arts.
Middle School students study CAD techniques and applications.	Create an interior design, product package, or landscape design.
Students in Grades 7-8 utilize the Internet and other online resources for research purposes.	Access information from museums, libraries, etc.
Middle school students utilize presentation applications.	Illustrate musical phrases and visuals for oral presentations.
Middle school students prepare an illustrated brochure/publication.	Prepare a brochure/program for a concert, play, or exhibition.
Middle school students learn and use stage lighting technician skills.	Design lighting to create mood/effects or to highlight.
High school students videotape project.	Videotape performances for assessment, events, or planned documentaries that integrate arts skills and subjects.
High school students learn and use sound technologies.	Tape-record presentations or performances related to the arts. Tape and use background music for a play or dance performance, or as a means to self-assessment.
High school students utilize computer skills for career planning.	Access Peterson's College Guides and Career Quest software to identify career majors. Explore jobs and related salaries in arts fields. Prepare resume.

Computers are undergoing rapid development. 'Keeping up' requires ongoing vigilance. Identify experts within the school and community to share information. Program time for teacher continuing education and practice once a skill is learned. Access educational videos and the Internet. Preview computer and software catalogs, attend conferences, etc. Determine how technological skills can improve your ability to complete your own tasks more efficiently. Use the blank grid below (Table 2.7) to brainstorm your own ideas for technology use in class activities.

Table 2.7

Teachers' Implementation Grid to Meet Technology Standards and Indicators

SKILLS TO BE LEARNED	SUGGESTED ACTIVITIES